

APPENDIX

TEXT 1 : DRASTIC STEPS TO IMPROVE ENGLISH

Throwing the challenge to teachers; *the issue of how the decline of English in the country could be arrested was thrust into the foreground again when Education Minister Datuk Seri Najib Tun Abdur Razak made an important announcement on Monday.*

He said the SPM 1322 English paper and the Cambridge-set 1119 would be amalgamated to raise the level of proficiency among students. He also spoke on how English was relevant to a country heading towards industrialisation and is establishing its place in the international arena.

Below, we publish the minister's speech delivered at the Malaysian English Language Teaching Association (MELTA) Third Biennial International Conference at Petaling Jaya.

Ladies and gentlemen,

As a result of historical accidents, Malaysia has a strong tradition of English which must be taken full advantage of. Although nation-building efforts in the post-independence period demanded the institution of Bahasa Malaysia as the medium of instruction, which in turn caused English to be relegated to the position of being a single subject on the timetable, credit must be given to the fact that for the first time in the history of the country all students were given the opportunity to learn the language.

At the same time, since contact with the language was reduced to about one period a day at school, it was a little wonder then that students did not fare well in tests and examinations when they were compared to students of the English-as-a-medium-of-instruction era. To talk then of declining standards has not much meaning as two different circumstances were being compared.

Today, however, declining standards in English must be arrested. The country is now playing a more active role in world affairs and it is becoming increasingly clear that Malaysians should have a good command of the language. In the past, in major world conferences and meetings, organisers had always turned to Malaysia for purposes of rapporteuring and the writing of minutes.

However, gradually over the years, our weakening command of the language has manifested itself in Malaysians playing a less assertive role in international forums. At present, we have our say at the UN, at Summits, at GUTT, at CHOGM, at CAUCUS meetings and recently at N(nuclear) meetings. Furthermore, branching into another area, for example the manufacturing sector, we are proud to say that we lead the world in the manufacture of computer chips, semiconductors and air-conditioners.

Yet, still on another front, that is on the education front, we are striving to make Malaysia the centre for excellence in education in the region. In doing so, it is inevitable that English naturally becomes the vehicle for communication and instruction. Yet on the home front, our students are faring poorly in the language. Whose challenge is it then to improve the proficiency of the learner? I say it has to be everybody's challenge at one level or another and in some way or another. Hence, the responsibility lies with policy-makers, teachers and of course, on the learners themselves.

Policy makers have come out strongly for English. No less than the Prime Minister himself has made the pronouncement for English. In fact, three weeks ago, the Prime Minister declared the use of English as a medium of instruction in science and technical subjects in local universities. To facilitate this move, plans have already been drawn up to amend the existing University and University College Act and introduce new legislation in the form of the Private Higher Education Act. Amendments to the UUCA and the introduction of PHEA will also have far reaching consequences.

Some years ago, the Prime Minister espoused Vision 2020 and this has successfully provided the frame of reference for the whole country to be an industrialised nation. Thus, Vision 2020 provides

what may be called extrinsic motivation at the national level. The question now is how do we attempt to translate extrinsic motivation into intrinsic motivation? More specifically, how do we make teachers and students understand that English has a vital role in making Vision 2020 a reality?

It is becoming increasingly clear that we need to take more positive and stronger action in raising the standards of English of all students as we approach Vision 2020. It is not a matter of gradually and incrementally raising the standard of English.

We need a pronounced improvement - a quantum leap in fact! As such, drastic steps are called for and drastic measures must be undertaken. At the same time I must categorically state that in no way will the status of Bahasa Malaysia be undermined. Bahasa Malaysia will continue to be protected and used in all fields. It will continue to be the lingua franca of the nation.

Merging of English papers

Another related question that can be asked is: how can the examinations we set for English help raise standards in the language and at the same time gain credibility in foreign countries that are receiving our students at post - secondary school level? As you are all well aware, currently these are two examinations for English proficiency at the Form 5 level. The local paper is termed 1322 English while the UK paper is termed 1119 English and which is set by the Cambridge Examinations Syndicate.

At present, the 1119 paper is taken by about 15 000 students every year. Preparations are entirely undertaken by the students themselves at their own time and expense, for example through private tuition, etc. As a result, a vast majority of students do not have access to the paper as many of them feel that they are inadequately prepared. Yet at the same time, a further step towards improving the standard of English in the country may be achieved if more students sit for this paper.

In this respect, the MOE is encouraging more students to sit for the paper. As a result, the MOE has taken steps to ensure that the 1322 SPM English paper accurately reflects the objectives of the English Language syllabus. Consequently, the format of the English SPM paper has been changed.

The 1995 new SPM paper will continue to test all the language skills, namely, listening and speaking, reading and writing. But the paper will also be "graded" so as to not only provide questions which can be answered by the majority of students but also have more challenging tasks such as free composition, summary writing, open-ended comprehension questions. Students who do well in the more difficult tasks will also be able to perform satisfactorily in papers such as the 1119 English paper.

Teachers can now prepare students for the 1119 paper during the five periods allocated for English under the KBSM. This would be possible because both the 1119 and 1995 new paper will be testing the same skills. At the same time, I want to allay the fears of teachers by stating that weaker students will not be penalised. We will not mark down poor performance but we will adopt a strategy of accommodation and consideration.

The MOE has also long-term plans with regard to the English examination at the Form 5 level. These are proposed plans for the amalgamation of both the 1322 SPM English paper and the 1119 English paper some time in the future.

This is because, currently students seeking to gain entry into universities in the UK are required to pass the 1119 English paper. This therefore implies that the local 1322 English paper is bypassed by UK authorities as it is not recognised by them. To remedy the situation, the Ministry of Education in

collaboration with the University of Cambridge will now produce a joint English paper that will also be recognised by local and British universities.

However, the implementation of this joint paper will not be in the immediate future and will only take place when teachers are more settled and comfortable with the new format.

To assist teachers and students towards this milestone event in the history of examinations in the country, other intermediary steps will also be taken.

These include the training of teachers and examiners, moderation of question papers, fixing of scales, conducting comparability studies between the grading schemes of SPM and GCE, devising the form and nature of separate certificates that will also be awarded for achievement in the 1322 and 1119 English whilst students sit for one common paper, obtaining international accreditation for the 1322/1119 joint English paper and monitoring and coordinating examinations subsequently.

This move towards the new joint English paper furnishes ample evidence of our seriousness to take firm steps to raise the standards of English in the country. At the same time, there is no doubt that the new format and the joint paper subsequently will make great demands on students, teachers and schools. This means that the English teacher will have to be prepared to face the challenging times ahead.

Versatile approach

Our students are exposed to content from other subject disciplines. They learn a variety of concepts in history, geography, science, mathematics, physical and health education, etc. The English teacher must plan to use the knowledge acquired in these subjects by students. After all, the aim of teaching English is to enable students to use the language in different situations and be versatile in a range of topics. As such, elements from History and Geography can be brought into the English language lesson.

As students have been exposed to basic ideas and concepts in these subject disciplines, it will be easier for the English teacher to, for example, talk of the events leading to the granting of independence to Malaysia or of the effects of weathering and erosion. Students learn the appropriate register and the appropriate terminology.

I must state most definitely here that we are not changing the medium of instruction to teach History and Geography but rather aim at bringing History and Geography into the five periods allocated for English.

A further reason for improving the performance of students in English can be traced to the impending institution of English as the medium of instruction and learning in science and technical subjects at the local university level. This means that for those who are pursuing courses in science and technology at tertiary level, they are now provided with the motivation to perform well in the language.

Educationists term this extrinsic motivation and is often loosely translated to mean the carrot that is dangled before the horse. "What about the others?" one may ask, the other non-science students? Don't they need English as well? Isn't there any motivation for them to learn the language?" To this, I must reply that while the average citizen may not be required to do extensive research in English as university students are expected to do, they are, however, required to be fairly operational in the four language skills.

For example, they are required to speak some English, and this can be evidenced by their ability to ask questions, give instructions, give directions, request objects, extend an invitation, decline or accept an invitation, talk a little about themselves, their likes and dislikes, etc. Being operational in the four basic skills is important because Malaysia is opening her doors to thousands of visitors who arrive each year to the country.

Putting aside fears

At this point too, I must emphasise that being proficient in another language, in this case, the English language, gives wings to a person. Taken in this spirit, it can be said that knowing the English language opens yet another window upon the world. There are many quarters in the country who fear that a knowledge of English language is a move towards being assimilated into the English community and assimilating those ideas which are considered "bad".

Nothing can be further from the truth. This is, I fear, the result of much "west bashing" that is sometimes picked up from the media and the community. Learning English in Malaysia is not aimed at getting people to belong to the English community. We learn English to gain access to more knowledge and ideas.

By contrast, take the learning of Arabic for example. The learning of this language is regarded as a virtue by many Muslims as it is regarded as the language of religion and opens the window upon the world of Islamic piety and spirituality. At the same time, many seminars on Islam organised in Malaysia and abroad have been compelled to operate in English so as to enable participants to deliberate upon issues while sharing experiences and ideas. These learned academics on Islam operate smoothly in the English language as they do in Arabic and their own mother tongue. A knowledge of the English language has in no way served to detract them from their religious convictions and beliefs nor their love for their country.

Teaching English in difficult conditions

Let me now focus my attention on your role as professionals - that is, your role as teachers. I know many of you have been waiting for such open pronouncements in favour of English and this is perhaps the shot in the arm that will serve to revive flagging interests and energies.

By now, you would have known how serious the government is in wanting to improve the achievement of students in English. However, as teachers you must be prepared for the challenges ahead. In fact, you must be prepared to teach English under difficult circumstances.

The first difficulty you will encounter is the non-compulsory nature of the English paper. I'm aware that although we stress the importance of English it has not been the government's policy to make English a compulsory pass in the national examinations before a certificate is awarded. There are various reasons for this policy. In this respect then, your challenge will be to raise the standard of English given the circumstances in which English is placed in the school curriculum.

The second difficulty is motivation. I'm well aware that motivation to learn English among rural students is low. The language learner in this setting appears to be all alone in his language acquisition tasks. He has no competent model to emulate, he has no friends to praise the language with as jeers and incessant teasing are the responses he gets.

Your challenge then would be to employ a range of strategies to develop in students an interest in the language..... not just "interest" but a sustained interest in the language.

The third difficulty is the phenomena of poor performance. The poor performance of students in rural schools tends to dog their footsteps right through till secondary school. As teachers, your challenge then would be to prevent poor performance from snowballing to such an extent that students in secondary schools give up on English due to frustration and lack of motivation because they can see no returns to their humble efforts to learn the language.

Your challenge now is to think of ways to tap available resources to the advantage of your students. How will you bring in Sesame Street, the Simpsons, Woody woodpecker and even National Geographic into the classroom? What assignments will you set? What aspects of language will you focus on? How will you build up word power?

I'm aware too that TESL (Teaching of English as a Second Language) and TEFL (Teaching of English as a Foreign Language) have emerged as academic disciplines in their own right. No other subject has evinced such interest in terms of classroom methodology and approach.

Besides ground level teachers having their fair share of challenges to take on, so too have teacher trainers. It's all too easy to take the theories that have emerged in TESL and dish them out to inexperienced trainees who on reaching the classroom flounder somewhat miserably because the realities of the classroom have not been adequately addressed during their teacher training course.

The greatest challenge for teacher trainers then would be to design the type of course that would prepare their trainees to be flexible enough to use what they have learnt in college in maximally effective ways whatever their classroom situations may be.

The next difficulty would be the provision of adequate leadership and inspiration. There must be open support to the English language from headmasters and officials at the District level and at State Education departments.

At school level, the headmaster/headmistress is a key figure in the success of any curriculum programme. Time and time again it has been proven that a headmaster/headmistress who is interested in English causes a marked improvement in the school's English results. When the head does not give sufficient priority to the subject, then this lack of interest is realised down the line to teachers and students. It is clear, therefore, that the challenge is not only on the shoulders of teachers but also to a great extent on the school principal. At the same time, the challenge to officers at state and district levels is to play a more efficient managerial role in co-ordinating, supporting and facilitating programmes.

Improving the performance of English among students does not mean that the work has to be done by Form 5 teachers only. Success in such an arrangement can only come about by the entire school working as a team. This means that right from the lowest grade or class, students' progress must be monitored to enable teachers to take whatever remedial measures as and when they arise and not just in the final year of their schooling. The challenge to you teachers is how to make limitations work for your students. This means that teachers should not only be skilled in classroom management procedures but should also acquire expertise to give guidance to students so that they can work on the language outside the classroom. Coming down to more specific problems, one of the realities facing English teachers (in fact other teachers as well) is the lack of reading undertaken by students. The reading habit has not been successfully cultivated in our students. Your challenge then will be to employ strategies to make your students become avid readers.

I know for sure that for an effective build-up of vocabulary, natural acquisition of structure and good expression, reading is still the best strategy. Not only does it expand vocabulary, it also enhances all round proficiency in the language, and this is done in a natural unconscious manner.

Conclusion

I note with interest that the theme of the seminar pertains to innovations in approaches to the teaching and learning of English. You will no doubt be exposed to a plethora of topics ranging from teaching and learning in the classroom to the use of a range of materials to innovations in curriculum and teacher training. These ideas will equip you with the professional resources, psychological and otherwise to meet the challenges.

I want you to have "bold imaginings", "think the unlikely" and "do the unreasonable". Stray from the beaten path if this will bring a marked improvement in students results.

In conclusion, ladies and gentlemen, I wish to reiterate that drastic action must be taken to improve the standard of English of our students. We enter the 21st century with an objective in mind and this objective is to realise the aspiration of Vision 2020 to make Malaysia an industrialised nation. At the same time we are pressing to make Malaysia the regional centre of excellence in education. In all these programmes, English does have a vital role to play.

Thank you.

TEXT 2:

**THE OPENING CEREMONY OF THE EIGHTH INTERNATIONAL
CONFERENCE OF THE COMMONWEALTH COUNCIL FOR
EDUCATIONAL ADMINISTRATION (CCEA)**

HILTON HOTEL, KUALA LUMPUR
AUGUST 19TH, 1996

On behalf of the Government of Malaysia, I would like to extend a warm welcome to the charming President of the CCEA, Madam Angela M. Thody and all the other members of our foreign delegation to Kuala Lumpur and to The Eighth International Conference of the Commonwealth Council for Educational Administration (CCEA).

I am honoured to be given the opportunity to officiate this conference. The interest of the Education Ministry in the conference indicates the commitment of the Ministry in its effort to further improve the quality of education in the field of education administration. May I also extend my appreciation and congratulations to Institut Aminuddin Baki, Malaysia's premier national institute of education management for being the Secretariat to this conference. I thank the conference committee for inviting me to open this conference.

GREAT LEADERS

Human civilisation is always in a state of paradox (seen from this angle, this conference is crucial and timely). There are always inconsistencies and gaps in philosophies and in actions, and there are gaps between intentions and practice, planning and implementation. Human civilisation has reflected the most noble and lofty ideals and ideas of humanity and also witnessed the most horrific genocide oppression and all forms of exploitation overtly and covertly. In every age and in every society, however, there are those leaders who have always resisted oppression. Amidst many hopeless situations have risen exceptional leaders who have fought for justice and championed rights. Amidst destruction and disasters have risen leaders who have rebuilt their societies. Amidst starvation, hunger, disease, violence and cruelties have risen leaders who have visions of just societies and of better times. In all times and in all societies, there are men who have risen above themselves, who had been able to respond to adversities because they were able to tap into the inner resources of courage. These leaders made personal sacrifices for the general good, for the betterment of their own societies, for the betterment of mankind. These leaders are in all domains of human endeavours. They are in politics, in the knowledge fields, in industries, in the sciences, in the arts, in the armed forces and in the education field, all for the quest of justice.

There are many commonalities among all these leaders of different persuasions and specialisations. Central to these commonalities is that they have great visions, they have knowledge, and they constantly clarify their ideas, ideals and values. They develop their own self-esteem and self-knowledge. They develop basic and important competencies. They develop self-confidence and they develop their commitment and wills. Almost all of them are able to rise above themselves during times of peace and during times of crisis. Somehow, they have received the right education or they have educated themselves in the right way. They manage to be resilient and self-motivated. How can we, how can our education system everywhere in the world replicate their self-education? How can our education systems produce ordinary men capable of extraordinary deeds, and extraordinary men with great humility and partaking of life's delights with their ordinary fellows?

Throughout human civilisations there have been great and noble leaders of all political and cultural persuasions. These leaders have the passion for goodness, beauty, truth, liberty, righteousness and

justice. How can such random, powerful and important experiences of learning be systematically ordered and provided for the masses and not merely for the leadership needs? How can we think differently about our education as provisions and ensure that is possible for the many? These are the challenges of educators everywhere all over the world. Malaysia for example, faces the challenge in building a nation out of diverse societies with differing historical, ethnic, linguistic, religious, cultural and geographical background which involves the fostering of shared historical experiences, shared values, a feeling of common identity and shared destiny that transcends ethnic bonds. At the same time, it must not undermine ethnic identity, loyalty, commitment and an emotional attachment to the nation. The mission focused on a common goal towards the creation of a distinctly national ethos.

There are many countries in the world today which have existed for many decades, even centuries more than Malaysia but are yet to sort out their national unity. Malaysia may not be a mature nation yet but as the whole world is aware, we are all well ahead on the path of healthy, productive nationhood. The secret to this lies in the educational leadership's commitment in upholding unity values as part of its culture. The leadership holds on to the philosophy that each individual being forms the core of the country's strength. As such the educational structure through various programmes organised by the system has enabled every individual to contribute meaningfully towards building national solidarity and this has put Malaysia on the right track to achieve the goal of a developed and well-respected nation. National solidarity and peace and this I believe, is the ultimate goal of every nation.

NEW EDUCATIONAL ORDER

As we confront the 21st Century, we see political conflicts in many parts of the world. Most of the conflicts in the world are, however, not between nations but more so between communities and groups within nations. This reality is very instructive. On the one hand, the peace between nations suggests that it is possible to build a world order heralding new norms of relationships between governments, people and individuals. On the other hand, the conflicts between groups and within nations indicate that at some level there is miseducation, there is intolerance, there is no emotional intelligence, there is no supremacy of reason and justice is constantly threatened and abused.

To succeed, countries have to compete internationally. This can be achieved by taking a fresh look at education. Traditionally, students from less developed countries have gone to the educationally developed nations for further education. This has resulted in a huge flow of funds out of the countries concerned. Malaysia for example, is losing about RM3 billion annually in foreign exchange to finance our students overseas. It is clear that lack of educational opportunities in a country can thus become a national liability. Our view that education is a national enterprise has led us to reformulate many of our educational goals. We in Malaysia, have a vision to transform the Malaysian educational sector into various institutional centres of excellence. This agenda will be saving the country's foreign exchange and will also generate revenue in the long term. Apart from this motive we are committed to build an information and knowledge-based culture. To do this, our educational institutions must be world class. To this end, educational leaders and managers must play a vital role. They will be the people who will engage in policy elaboration, operation and implementation and manage resources optimally to make the education system attractive not only to Malaysians but also to other seekers of knowledge.

In this paradoxical state, we must find, define and chart out the New World Order. The New World Order really demands a New Educational Order. A New Educational Order demands rethinking on education and educational roles, and reorganising and managing of knowledge, skills and attitudes. There is a need to give focus and supremacy to the potentialities of man, to the potentialities of new national and global civilisation built on greater human understanding and profound caring across cultures, religious groups and political differences. The New World Order must ascertain authenticity in all domains of human activities and existence. The authentic goodness of all man must be evidenced

by real, not token action, by providing educational opportunities for disadvantaged and minority groups everywhere. Policies must be formulated to realise the goals of life-long learning, comprehensively making life relevant and meaningful throughout the various seasons and stages of a person's journey in this life and hereafter.

In the New World Order where education plays a central or pivotal role, educational managers and leadership face enormous challenges. First is the challenge of using and managing scarce resources for optimal provision. Second is the challenge of the democratisation of education from the preschool level to the tertiary level. Next is the challenge of eradicating illiteracy and providing life-long continuous education. There is also the challenge of the developing cross-culture, multicultural literacy and international understanding. Next is the challenge of unleashing creative human potential to utilise the resources of the world - the resources of the earth-the land, sea, air spaces and other resources, ensuring least damage to the environment. Finally, is the challenge of creating new frontiers of universal understanding.

The above challenges can never be met merely by intellect. There has to be a vision. The challenge of any vision is not the formulation of the vision but it is to see the implementation right to its smallest details. A vision, however well defined, must be accompanied by strategic plans and implementations. The educational manager and leader need to understand the strategic planning and the ideals of their thoughts, right to the operational thinking. There has to be imagination with new scientific discoveries and technological innovations. Lifestyles and life activities create new pleasures, new realities and new possibilities. Scientific and technological innovations do not come from the classroom. They come from the laboratory of academia and research and development endeavours of individuals.

BRIDGING THE GAPS

As the captains of industries rethink new possibilities, new markets, new arrangement and alignments, new creations, so must the captains of the education industry. The educational enterprise has for the most part been parochial and provincial and therefore, we have the classical inconsistencies and gaps between the real world and the world of schooling. Schools may become irrelevant if their function is to recirculate elites who master obsolescent knowledge and hold obsolescent worldviews. In fact, schools may be a contradiction between imposed traditional rigidity because of cultural impediments and advancement and development efforts in societies. Typically, schooling is expected to create open minds and therefore, create new possibilities. But too often, school people become conservative and create irrelevant learning, dampening and suffocating imagination while developing dull intellect. It is therefore, the responsibility of educational leaders and managers to organise and sequence the formal and operational curriculum and the hidden curriculum such that there is no obsolescence of knowledge and that schooling becomes relevant to society, to the world of work, to the joy of living and to the pleasures of life-long learning.

We realise that the various sectors of the development, particularly infrastructure, development, are very often the pre-conditions to educational development. But it is also true that investment in educational development creates the impetus for infrastructure development in villages, communities and districts. There is a mutually reciprocal intertwining of the boost given by educational development in many other sectors and vice-versa. It is therefore imperative that educational managers and leaders depart from their isolation and interact with other leaders in society, networking with those who are exploring the frontier of knowledge, particularly knowledge of human potentialities, human learning and management.

The new paradigm shift for the understanding of educational management and leadership must be one where leadership is not seen in isolation. Educational managers are master *gurus*. They are at the same time leaders of society and must never lose sight and contact of their subjects, students and

fellow scholars. They must not be in isolation. Educational leaders and other leaders in the 21st century must not rest in the complacency of their own cultural enclaves and in the domains of their specialisation. Educational leaders must become global players for knowledge creation and development. In order to become global knowledge players, they must be cosmopolitan in their thinking. Educational leaders must face the day to day realities of their situation both at the local and global levels. Educational leaders must be multicultural and have the ability to foster the opening of the mind. In order to be an authentic multi-lingual and multicultural leader, one must be able to understand other cultures inside out. In order to do this, the leaders must have cognitive authenticity and cognitive pliancy.

As I had said earlier, the New World Order demands open minds and cognitive pliancy. New educational leaders must not be the archetype school "mums" or conservative and rigid principals or unbending disciplinarian schoolteachers. As societies change at a pace never experienced before, encompassing all dimensions of life's new dilemmas and contradictions, those involved with children and those involved with management of teachers and knowledge, must be able not merely to cope with inconsistencies, paradoxes, dilemmas, uncertainties and ambiguities but to thrive happily and relevantly in the state of flux. Gone are the days when traditional societies remain unchanged, rooted and stable with hardly any dilemmas or dissension. Today, cataclysmic changes create constant dilemmas and raise moral and ethical questions regarding all of life's activities. The educational leader must, therefore be one who will boldly explore and confront moral and ethical dilemmas while at the same time being rooted strongly and unshakably in good, rightful, righteous, universal ideals of mankind. They must exhibit strength and humanity founded on the right values, inspiring new generations of staff, students and parents.

ORGANISATIONAL DEVELOPMENT

Everywhere in the world, there is focus on human resource development (HRD). There is, however, little focus on organisational development. Everywhere in the world, we can see schools, we can see old schools, not so old schools, the new schools, large and small, whether recently established or established much longer in historical times. Worldwide, there is evidence of poor management and unclear organisational development in these schools and educational organisations. Educational managers and leaders must research into and understand profoundly the nature of organisations, particularly educational organisations.

The efforts on HRD must be parallel to the efforts of organisational development. Educational management and leadership must be seen within the context of comprehensive address of simultaneous priorities of developing humans and organisations. It is only when there is supportive infrastructure development and systems development, will the possibilities of human development be expanded meaningfully to the fullest. As scholars and researchers generate theories on human nature and behaviours, so must they generate theories on educational organisations. Their challenge is also to generate integrated theories regarding human potentialities, human learning within particular educational systems and institutions. From such theories and research must emerge meaningful, profound and practical knowledge for the advancement of human learning and effective management of educational systems and institutions.

Countries of the world are at different stages of development. Under present circumstances, dominant countries define international relations in all fields of human endeavors. Nations, which were once colonised politically and militarily, may now be politically and militarily independent. Most of these nations are, however, working hard to ensure economic, cultural and intellectual independence. Because of the complex nature of international and civilisational relationship, very often the dominant world cultures are the culture of dominant groups, world bodies and agencies. These groups' visions and temperament may be coloured by its leaders, however magnanimous and committed. People

cannot be truly independent if they do not have self-ride, self-confidence, self-respect and self-esteem. True dignity is only achieved if one does not deny one's language, customs or culture as subordinate in every way. This would be particularly so in cases where communities and countries had in the past achieved high cultural achievement. Pride in indigenous cultures fosters authentic self-esteem and self-concept. It is only based on such confidence and dignity, that one can interact honourably as equals with peoples from other cultures.

Students everywhere in schools must not be forcibly or covertly alienated from their own identities. Positive identities will foster positive regards for other identities. The educational systems of the world, however different in content and strategy, must be willing to have a common core curriculum which will foster great understanding and respect amongst civilisations. Through such a curriculum, we can reinvent education and rewrite the noble and inspirational universal of our human identities. People can become multicultural, multi-literate, multi-lingual and multi-cognitive using universal concepts. People can acknowledge their roles as a vicegerent, as caliph, as stewards and enhance their oneness with all peoples. This will contribute to their common heritage and to the preservation and promotion of the dignity of the human species.

While we are preserving our identities, we are simultaneously reinventing new identities. This seeming state of contradiction is no contradiction for one must always think globally and act and be firmly rooted locally. For the best of man and the most universal of ideals are those parochial and provincial ideals which are at once universal.

If educational administrators and leaders are able to make us discover our humanity in our indigenous cultures, in our parochialism and provincialisation, then education has made our existence relevant. If in our localness, there is universalness, then we are one, both in our origins and in our destinies. In the same way, an educational leader is not merely an educational leader but is also a leader of other fields. A political leader cannot merely be a political leader but must be a leader with knowledge and a leader in other fields as well. This fundamental shift in our assumption about leadership will create new challenges for the management of leadership training of educators. This fundamental shift may change the core curriculum, the content and the substance of leadership training and development training of educational managers and leaders.

COMPUTERS IN EDUCATION

Information technology is the wave that is changing the lifestyles and thinking styles of human civilisation. Information technology creates new possibilities and opens up new frontiers hitherto unknown to many. Between nations and within nations there will be gaps in development. Between traditional technology and the-high-tech of the future there is much to be done. We have to examine our perennial everlasting values and the cultural impediments to our advancement. The worst of these cultural impediments is the closing of our mind. The worst of the self-imposed narrowness is that narrowness of over-specialisation, built by the fortitude of isolationists' theories and concept.

We in Malaysia are determined to foster the opening of the Malaysian mind. To this end, we have decided to encourage the utilisation of computers as learning tools. We are investing enormously on computer in education and we are encouraging every home to acquire computers just as they have acquired refrigerators and television sets in the past. Because of our faith and determination not to be left by the wayside in the civilisation of the 21st Century, we have begun our programme to build our own pockets of high-tech industries. One such initiative is the launching of the Multimedia Super Corridor Project. With such infrastructural changes, there must be reengineering in all aspects of the education industry to cater for and to take advantage of innovations in these developmental changes.

School leadership cannot ignore the realities of high-tech. At the same time, school leadership must not ignore the wisdom of the ages. The wisdom and brilliance of the same human mind that had built the Seven Wonders of the World, which had found antibodies for epidemics and rare diseases, which had sent people to outer space, is now also exploring cyber space. Educational administrators, educational leaders and educators who ignore these scientific and technological advances are at risk of being intellectual dinosaurs of the Jurassic period. We must call upon educational thinkers and especially educational management scholars to reexamine their concepts of school leadership, administration and management, and the process of teaching and learning within the realities of the high-tech world.

INSTILLING VALUES

Humanity can advance scientifically and technologically to many unimaginable limits. Whether material achievement or the dignity of humanity will prevail, depends on the education of our children. There must be values, norms and code of ethics to adhere to in the practice of educational management. Worldwide there is the necessity for high moral ideals which must be reflected by educational management at all levels. In schooling, the cognitive and skills curriculum must be balanced by the effective curriculum must be balanced by the effective curriculum. The wider society must always support the teaching of values in school, in the formal curriculum and in co-curricular activities. The values that we teach must also be the values that we uphold and practise. In trying to understand how humans function in organisations and how systems must be evolved for organisational development, there is a need to understand the dynamics of values. There are those universal core values and there are those culture-peculiar parochial values. The role of education is to ensure the fostering of healthy universal values, whether rooted in local cultures or constituting the universals of human culture. The challenges to educational administrators would be to study individual and group behaviours within particular and system-specific contexts. Such studies would ultimately enable us to make statements and generalisations regarding the nature and actions of human beings as the consequence of some dominant values in particular contexts. Scholars must identify these values for their examinations of individuals and group behaviours within the framework of various educational contexts so identified.

In the 21st Century, I visualise a civilisation at its best as one in which educators play a central role in the affairs of men and governments. Educators and educational administrators together with other leaders in society will enable people everywhere to contribute to the betterment of mankind through positive educational efforts. They will enable people everywhere to acquire the highest standards of education they so desire and to be culturally and scientifically and technologically literate. The education that they acquire should not be merely relevant and meaningful to the individuals but must also be of great utility to society as a whole. In such a world, educational administrators play very creative roles in the philosophical aspects of the enterprise in the curriculum system, the instructional system and in the evaluation system. Small nations such as England and Italy were nations of knowledge and culture, which have influenced the world. It is our conviction that in the 21st Century other small nations can become global players and contribute significantly in world affairs. This destiny can be fulfilled by policies and actions which foster the development, dissemination and acquisition of indigenous knowledge corpus. The culture of globalisation invites the free sharing of knowledge worldwide which fosters the democratisation of education. The upgrading of instantaneous acquisition of knowledge will create new opportunities for mankind.

In our school today and in the schools of the future, we foster creativity amongst our students. This we cannot do effectively if our teachers are not creative and if our educational administrators are themselves not creative. Therefore there is this urgent need to redefine and review our understanding of creativity just as we should expand and strengthen our cognitive flexibility. In order to achieve our goal of developing future generations of scholars who are creative, educators and especially educational managers must understand the nature of creativity, especially in innovation management

processes, specially in communicative. It is also when educational administrators are themselves creative and supportive of the creative instincts that they can inspire their subordinates and their students.

Educational leaders must not just be technically competent but must also be emotionally intelligent. Much of our conceptualisation of leadership and of other ideas are compartmentalised. But man is holistic; therefore our formulation of the theories of educational development must be holistic when man is seen as totality in theoretical perspectives. To build this holistic viewpoint, educational managers must rise to the challenge of seeking to understand the relationship among such notions as flexibility, divergent and convergent thinking, creativity and self-thought emotional intelligence.

You are among the world's best minds on educational leadership, management and administration. For the next few days you are gathered under one roof to deliberate on a most significant topic, which is, indigenous perspectives of educational management. In this togetherness, let us share, explore, ignite, challenge, discover and generate ideas for the common goal of heralding the era of the New World Order, of the universal man through education, and of imaginative leadership in education management. In all your diversities of experiences, knowledge and indigenous cultures, you must discover the convergence of your understanding and knowledge. We must view educational management not as an isolated country specific or unrelated effort of educating our children but as a concerted and universal effort of charting the development and destiny of mankind. I hope this conference will help put things in the right perspective and consciously set up the steps necessary for the betterment and continuous development of our global village.

In conclusion let us remind ourselves that we should always strive to attain the highest standards, be it in the development of skills or in the quest to upgrade knowledge and understanding, fundamental for the New World Order we are creating. On this note, in the name of Allah, the Most Gracious and Most merciful, I declare this conference of the CCEA officially open.

TEXT 3: LEADERSHIP MODELS OF ASIA IN THE 21ST CENTURY

Allow me first and foremost to take this opportunity to express my sincere appreciation to the organisers for inviting me to share my thoughts and views on the subject of leadership, which is of critical importance as a determinant of our future success.

I would like to state here at the very outset that a paradigm shift is taking place in the realm of leadership, whereby traditional forms and notions of leadership, such as charisma are fast being replaced with performance oriented leadership. In other words, leadership today is based on performance legitimacy. It is only through performance will leadership be able to be sustained in the long run. This will lead to a sustainable leadership in Asia. This is the reality and there is no ambiguity over this trend.

The subject of leadership is indeed a very old one as it is part of human and societal development. However, today, this issue has become that much more important and significant because of the shifts taking place in the world, which is becoming much more complex and complicated. Therefore, leadership of the 21st Century will have to undergo some changes in order to ensure that we are not only able to survive, but that we are able to excel in the future.

As all of us are aware, there is an emerging Asian school of thought, which, among other things argue that Asia is indeed experiencing a reemergence. This is mainly the result of Asia's economic success, which is undeniable. In this context, whether Asia's economic position today is sustainable will depend whether Asian leaders are able to prudently lead their respective countries into the next century. As I had stated at the very outset, in this dynamic environment, which is full of uncharted and sometimes latent challenges, the importance for good leadership becomes axiomatic.

CONCEPT OF LEADERSHIP

Leadership is a very fascinating subject, in the sense that, although on the surface, it seems straight forward, as you have leaders and you have followers, however, on close scrutiny, the subject matter is far from being easily understood. In actual fact it is quite complex, as not only do we encounter the numerous types of leaders, with their historical examples, but we also find that leaders are often guided by their followers, and sometimes, are based on personality cult, which respond to a totally different set of considerations. Leadership could also be based on coercion, in which case, it is not only unsustainable, but also untenable in the long run.

Leadership as a study used to be a concentrated amongst military and political leaders. However, nowadays, it tends to surround the corporate world, with countless of business management books that address the question of leadership at the company level. However, I believe that in the realm of political and governmental leadership, we have now to change our perception and see it very much in the context of the business world. This is because of the increasing complexity of the political and governmental arenas, where, people are becoming much more aware of democracy and the extent of accountability of their leaders. They are expected to perform their duties and that their success will be judged by their performance, and no longer based on the claim to leadership, without showing any signs of ability, intelligence and result. Undoubtedly, leadership is increasingly going to be result-based.

In every country in every period of history, we find the emergence of leaders, in all fields-military, political, medicine, technology, business and societal. They all share a common factor, that is they are respected or recognised for their achievements. History may judge them to be positive or negative, but

we cannot deny that they will have a special place in our history books. Take the examples of Stalin, or for that matter, Mao Zedong. In one recent report, both these two leaders were identified as the two most brutal men in history, based on the number of people that have perished during their reign.

If we trace the emergence of leaders in history, we find that they tend to come from the military field, as this was due to the fact that kings and princes tend to engage in military activities. Their *raison d'être* were based on their ability to command armies and fight battles. The line between political and military leadership was then often blurred. One needs only to examine famous leaders such as Alexander the Great, Pericles and Julius Caesar to appreciate the connection. It was unusual and unheard of kings that were intellectually inclined, although Plato touched on the concept of Philosophy-King. Today, leaders are expected to be intelligent or at least, to display a predilection towards intellectualism.

As I had stated earlier traditional legitimacy has been replaced by performance legitimacy. In other words, leaders have not only to perform in their respective fields but that they have to be much more accountable, but that, given the rise of a much more educated population, the expectations have grown. With today's rising educational level, where the public is far more educated, this has resulted in their level of awareness to increase. Their expectations of leaders have also correspondingly arisen. Therefore, leaders must be able to rise to the occasion in order to ensure that the public they are accountable to, will be assured of their performances.

During previous periods, for example, in the 1950s and 1960s, many countries were still struggling either to gain independence from various colonial masters or to start governing on their own. During those times, leaders were able to survive based on a different set of criteria, namely sentiments of nationalism. In those days, in general, leaders were able to survive and flourish based on the struggle for freedom from oppression and foreign dominance. We have seen many such leaders who were successful as liberators or champions of independence, but did not subsequently fare well in governance. Today, this seems no longer relevant, or even if leaders try to indulge in such methods, it is questionable whether they could sustain their leadership. What are the reasons that have led to this paradigm shift?

I believe a number of factors have become the norm that makes leaders much more accountable and invariably, their *raison d'être* be based on performance. These factors are not unique to Asia, but in fact is universally applicable.

The first is the general level of development in most countries. There is no denying that countries today have achieved a higher degree of development. This has manifested in, among other things, a higher standard of living and a higher level of education. According to the latest UNDP's Human Development Report 1995, "The developing world has witnessed unprecedented improvement in human development in the past 30 years. It has covered as much distance during those 30 years as the industrial world did in century. Life expectancy is now 17 years longer than it was in 1960. Infant mortality has been more than halved. The combined enrollment in primary and secondary school is nearly 1.5 times higher". With such improvement, there is a tendency of rising expectations amongst the population towards their leaders.

Secondly, especially in East Asia, the economies are growing impressively, with record high performances. For example, according to a recent World Bank report, entitled, Atlas, Thailand has come out to be the fastest sustainable growing economy in the world, over a period of ten years. This growth has been primarily private sector-led. Even governments are becoming increasingly private sector driven, in the sense that they are trying to stress, among other things, on the work ethics of the corporate sector. For example, government departments are stressing quality output, maximization of resources and of course performance oriented work. Governments, for example, in the case of

Malaysia, have also introduced concepts that make them much more corporate oriented. The Malaysian government had earlier introduced the concept of Malaysia incorporated, as a strategy to achieve competitive, dynamic and robust economy. Even the universities are being corporatised in order to ensure that they remain dynamic and that their output be maximised.

All these have meant that leaders, whether in government, business or in other fields have to be much more action oriented, with the concomitant dynamic characteristics and attributes.

ASIA IN THE 21ST CENTURY: SOME THOUGHT

Before looking at the leadership models for Asia in the 21st Century, allow me to first look at what Asia is going to be like in the next century. As there are already numerous recent literature and discussions on the subject, I will only make a number of brief observations.

Many have already anticipated that the next century will be the Century of the Pacific-Pax Pacifica. We have had previous paxes, in the forms of Pax Britannica and Pax Americana. If indeed the next century will be the Pacific Century, or to be precise the Asian Century or Pax Asianica, then we are in effect talking of a region, rather than a country, as the previous cases had seen. This perhaps fits in nicely with the ideas of Kenichi Ohmae in his book, *The End Of Nation States*, where he argues that what is occurring is the rise of regional economies where borders are becoming transparent and irrelevant in the traditional sense of the world. Although, his thesis is being debated as we also see the rise of nationalism with clearly defined boundaries, and states fighting over borders, such as the recent territorial dispute between Peru and Ecuador, one cannot deny the fact that the world had become interdependent and that collectively, in this case, regionally, countries stand a better and firmer chance to survive in a highly competitive and dynamic world.

We often refer to an emerging competitive world. To some, a dramatic shift has taken place to competition, into what many have called "competitive intensity". This is caused mainly by the globalisation of markets in the business field, and by the porous nature of international boundaries and the increasing interdependency of states, in the political sense. This makes effective leadership much more important.

A big debate is currently taking place amongst Asians, as well as between Asians and others, over the sustainability of the economies of Asia. All of us are aware of the so called "Myth Theory" of Professor Paul Krugman of Stanford University, that received an almost instant rebuttal from Asian scholars and policy makers. Notwithstanding this debate, most of us are already anticipating the future challenges and we are, if I can use these words "bracing ourselves", for what we could encounter in the next few years. There have been talks and discussions of overheating economies, with soft and hard landings and so on and so forth. We are preparing and making adjustments as we go along prudently. Foreigners sometimes tend to highlight the worst of our system and argue as if we are not aware of our own economies and the vagaries of the international economic system. An analogy that comes to mind is like being on a flight. Before reaching your destination, you are bound to experience turbulence. The captain will ensure that turbulence is minimised and therefore will make adjustments accordingly. In most cases he will avoid the clouds by either flying higher or lower. Similarly, our economy too will have to face turbulence and the leadership of the country, like the captain of the plane, will then make the necessary adjustments in order to ensure that the running of the economy is smooth and that the targets will be met, just like the plane reaching its destination safely.

Therefore, given the importance of the running of the economy, strong, intelligent, visionary leadership are prerequisite for ensuring the sustainability of our economies.

Secondly, I see two opposing forces that will act on Asian countries. While being globalised and integrated into the world economic system, Asian economies are also becoming more regionalised, if not localised. This paradox is a positive one in the sense that Asian economies are dynamic enough to act to whatever forces that they confront. It also means that these economies are more mature as they could react to market forces, wherever they are and whatever they are.

The third is the trend towards democratisation, which appears to be on the up-surge. Previously dictatorial governments in Taiwan, South Korea and the Philippines have changed to democratically elected governments. This is a healthy sign as this means that governments are becoming increasingly accountable to the people. Even in countries that are already democratic, for example, in Malaysia, there is already a marked trend towards greater liberalisation. With democracy, you are bound to be much more liberal, and this is indeed a positive trend, which will continue to flourish in the next century.

I would, however, like to point out here that being liberal does not necessarily mean that we are going to forget our Asian traditions and value system. To me, it is not contradictory, as some outsiders have argued, for we can be liberal and yet retain our Asianness.

Undoubtedly, democracy will have a great impact on leadership in Asia. What it essentially means is that leaders will have to perform or otherwise they will not be able to survive the scrutiny of a much more aware public.

As Asian countries become more democratic and their governments becoming representative, leadership too will have to change in order to ensure that they keep to the demands of the populace. Often when leaders do not see, or sometimes ignore, the increasing democratisation process and the demands from the people, this is an instant recipe for disaster to leaders. Therefore leaders must be aware of their surroundings and the environment in which they exist. In Asia, where democracy in some countries is still in its infancy, or non-existent in some cases the need for prudent and benevolent leadership is crucial. Although there have been arguments that you could have a benevolent dictator, I believe this could exist but this will not be sustainable.

However, outside forces should be expedite the process nor the system. Democracy will come in due course and the system will emerge, based on the peculiarity of the state. The debate over the dichotomy between democracy and stability is a long and arduous one. Some would argue that there is little point in having democracy if stability is affected. Without stability, economic growth will not be possible. However, it has also been argued that democracy will indeed enhance and sustain stability. Whatever the argument, it is important for democracy to be nurtured and grown from within the state and that when the time is ripe, it will surface.

It has already become a cliché to talk of an information explosion and that states are unable to stop this wave of information which comes in all sorts of direction in undetected and uncontrollable manner, such as through the personal computers. This means that Asian countries that have tended to exercise a higher degree of censorship will now be less successful in filtering the type of information that governments would like their respective population to be exposed to. This also means that people will be in a better position to compare with other countries, hence increasing awareness. This has, to a large extent, forced states to be more transparent.

LEADERSHIP MODELS FOR ASIA

It is my belief that Asian societies are currently in transition. With rapid economic development, Asian societies are slowly being transformed into modern, though not necessarily western, entities. I would make the distinction between modernisation and westernisation. To me, we in Asia must modernise, but at the same time we should modernise in our own mould and way. We must break away from the notion that to modernise is to be westernised. To me, we can be modernised while at the same time remain Asian. It is this premise that I see leadership models be developed in Asia for the next century.

As I had said earlier, in today's modern world, one that is highly competitive, dynamic and full of unprecedented challenges, a leader's standing and stature must be based on his or her performance in conducting his or her duties. Leaders could no longer rely on their so-called claim to leadership, as they now have to be judged through performances and results.

There is a large body of philosophy works by Asians on questions of leadership, right from Confucius to numerous Islamic scholars. It is interesting to see the various writings on the concept of leadership by Asian thinkers. Ideas range from emphasis on notions of benevolence with social order, not necessarily democratic to the Islamic concept of the "Shura" or consultation. Confucius for instance, talks of the king who governs with morality, instead of power and law. A good leader must also govern by setting up himself as a model, by which others would follow. According to the Egyptian Islamic scholar, Muhammad Abduh, it is the Ummah which is the source of the authority of the ruler. The ruler exists for the welfare of humanity.

To me, Asian models of leadership can be based on two dimensions. The first is what I would like to refer to as the foundation of Asian leadership with its strong attachment to Asian cultural and religious values. Some of the attributes of being Asian are humility and firm moral and ethical values, imbued with a strong sense of belonging to a community. Allow me to quote the famous inaugural speech by the first Caliph Abu Bakar "O people! You have selected me(your chief executive) although I am not the best among you. If I do the right, support me, if I am wrong set me right. Obey me as long as I obey God and His Messenger. If I go against the injunction of God and His Prophet, then no obedience is due from you." Such is the quality of humility that we should all strive for.

The second is the translation of these characteristics into performance-based leadership. With these two very strong pillars of leadership, Asian leaders will be able to meet the challenges of the coming century. What we should strive for is a New Asian Leadership model, which is sustainable.

What are and should be the attributes of Asian leaders of today and tomorrow, one that will be based on performance legitimacy. The first has to be intelligence. Today's leader must be knowledgeable. He has to be a thinking man, and be engaged in lateral and innovative thinking. Knowledge-based leaders are a prerequisite for performance-based leadership. It has already been universally accepted that knowledge is the most prized capital. Leaders could no longer be too dependent on his subordinates. He is expected to know himself. He must be able to articulate and be eloquent in what he does. He must be a communicator, as he must demonstrate effective leadership. Leaders must, therefore be hands-on. As a leader, he is expected to make decisions, and decisions could only be made with information and a sound knowledge of the job. As a management guru puts it, "the hallmark of the new leader is his ability to think critically and implement proactively. Such a leader, because he or she handles information so well, can better deal with issues, not just symptoms."

Leaders should also be inspirational and be able to motivate others to strive for higher levels of achievements. He must make others feel that they are standing a few inches taller and are willing and

prepared to go that extra mile. We have all read and heard of leaders who have been able to get their people to achieve the unachievable. To me, leaders must have this important quality.

Another aspect of performance-oriented leadership is that leaders must be brave and bold to make decisive decisions that need not necessarily be popular, but yet are right. He or she need not pander to popularity. Leaders must be able to rise above popularity and not to be suave by small group interests, but rather by the interests of the larger picture or benefits.

There are other attributes of leaders such as the need to be visionary. To be visionary is not to be unrealistic, but to be able to visualize where a country is heading. In this context, Malaysian's vision of transforming the country into a comprehensively developed nation, is indeed fantastic, though realistic vision. The vision has set a higher and unprecedented level for Malaysians to achieve. The vision is revolutionary. One could not imagine previously that Malaysia could one day change its status from being developing to being developed. The vision therefore has revolutionised the way Malaysians think.

Naturally, being visionary alone is not adequate for a leader of the 21st Century. He has also to be a performer, an achiever and an action-oriented man. As the saying goes "Vision without Action is merely a dream, Action without Vision just passes the time, Vision and Action can change the world." Therefore, what is required is a combination within a leadership, that is both visionary while at the same time action oriented.

Leadership qualities must be enhanced and developed at all levels. The top leadership of a country, or a company could be of the highest quality, with the concomitant right and positive attributes, however if the lower levels are unable to meet the top leadership's vision, as implementors then it may not necessarily be successful.

It is often been said that leaders are born. To me, leaders are not born, they are made. In this regard, there must be efforts made in Asia to start to cultivate future leaders for our future generations. We must now begin to develop and nurture the next echelon of leaders and beyond. This should take place not only at governmental and political levels, but also in businesses, where large and medium sized Asian corporations should begin to look at developing future leadership. As many Asian companies are relatively new, with exception of family-based ones, the need to search, identify and nurture leaders become that much more urgent and significant.

It is my belief that for Asia to progress further in achieving greater heights of economic development and maturity, leadership must exist at all levels and all spheres. In Asia today, with the exception of a few countries, Asian countries are blessed with strong leaders-leaders who are able to rise to the occasion and meet the challenges. In fact, some western countries are envious of some of us in terms of leadership. Many in the United States for example, lament on its lack of leadership today.

Leadership, especially political, must ensure continuity. As states are never static, leadership too must remain dynamic. Nation building is a long continuous process, which requires a series of leaders, emerging at various juncture of political and economic development. However, there must be continuity in leadership as the transition must be smooth, in order to ensure stability, as it is a foundation for success.

Performance-based leadership must also be self-evaluating, in the sense that the leader must constantly and continuously be self-critical and to evaluate, as this is a sure way of developing a mechanism in which leadership could be self sustaining. I am a firm believer of constructive criticism of being the source of improvement. Therefore, leaders must also accept criticism, as this must be

expected in today's societies, let alone tomorrow's. Leaders must be magnanimous and accept criticism and responsibility. After all, leaders are not infallible and they should not feel nor pretend that they are. Magnanimous leadership must be part of the New Asian Paragon Leader.

Within Asian countries or for that matter within companies, there must be encouragement between cooperation and understanding, especially for the benefit of larger interests. Through this way the notion of the zero sum game can be avoided and instead, we could all try and achieve the preferable win-win situation. Asian leaders must be able to cooperate better with one another, despite the competition. Although competition is sometimes healthy, there must also be cooperative competition, where companies that compete in the area could draw their expertise together for the benefit of the larger group. After all, competition can be seen and exist at different levels and degrees. Today, competition exists between regions, and in this respect, it could well be prudent to join forces and cooperate in order for regional and for that matter, government are able to meet the challenges beyond the region, in a much more prepared manner.

CONCLUSION

Asia in general is at a historic juncture, where it is truly re-emerging as a region of influence. Today, unlike previous times, the region as a whole is on the rise. In past centuries, only a number of states, namely China, that had displayed significant degree of influence. Nowadays, the region is becoming much more united and that prosperity seems to be universally enjoyed. There is little doubt that this welcomed trend will continue or even be accelerated in the future. As newer countries are joining the fold of successful Asian states, the region as a whole will prosper. However, in true Asian tradition of humility, we must forever remind ourselves of the possibility of setbacks. To me, the more successful we are, the more we should display our humility. This is a good Asian tradition and characteristic, which we must hold dearly to. By being so, we must not compromise ourselves. On the contrary, we must not allow ourselves to be bullied and overwhelmed by others. Humility does not mean submission. This is what I feel will change in the future amongst Asian leaders. What we should aim for is the building of a New-Asian Leadership, with the attributes I have mentioned above. It is performance-based leadership in Asia that will help the region to sustain itself in the 21st Century.

TEXT 4:

"COMPETITION IN THE EDUCATION ARENA"

BY

YB DATO' SRI MOHD NAJIB TUN RAZAK

MINISTER OF EDUCATION

AT THE OPENING OF

MEPC'S EDUCATION AND CAREER

EXPO AND SEMINAR

7TH MAY, PUTRA WORLD TRADE CENTRE, KUALA LUMPUR

Distinguished guests, ladies and gentlemen,

I would like to take this opportunity at the outset to thank the Malaysian Education Promotion Council for giving me the honour to officiate this National Education and Career Expo and Seminar. I believe it is prudent to look at education along with career, as it is often forgotten and missed, that to most people the end road for education is a career. Although, there are those who argue that education is about knowledge, rather than merely looking for a job, the utilitarian school is always a compelling and often the clenching argument. After all, many students undertake studies as a passport for employment. Although I recognise this reality, I would also like to suggest that education is more than just about getting a job, it is about being educated, it is about the acquisition of knowledge-something that is indispensable and is part of life.

Having said that, I too believe that as Malaysia develops, we need to start to build a workforce that is professional and here naturally getting the right kind of education is critical. Career development is part and parcel of this quest. In this respect, it makes a lot of sense to put education together with career. Malaysia has a relatively small population and although we can talk about the need to have a large population, especially in terms of creating that critical mass for domestic demand, this could well work to our advantage. It also makes every Malaysian valuable. In other words, we must be able to utilise every Malaysian to his or her best ability.

I would like to see far more investment made in the area of career guidance amongst educational institutions. Our young certainly need some direction. Career guidance should also be predicated on the nation's requirements and not merely be based on what is available in a particular institution. Ideally, every school should have a councillor of sorts, which not only take care of problems of individual students, but also providing advice and guidance to them. This is already the case in all our secondary schools and it is hoped that their knowledge in career guidance is continually updated.

Ladies and Gentlemen,

I would like to address just one issue this morning and it has to do with competition-competition in the education arena.

Much have been written and said about competition. All of you must have heard of the famous Management guru, Michael Porter and his idea of competitive advantage. He essentially talks in terms of the competitive advantage of nations and industries. What makes a nation or a company successful, while others are not? There are many possible explanations, from macroeconomic policies, management, to the adoption of technology and efficient use of resources.

If you extrapolate all that we know on competitive advantage into the education field, how do we analyse this. Could we use the same kind of modality for education? For instance, when we talk of

customer orientation, is the education arena any different? Just look at Porter's three ways by which companies can gain competitive advantage- firstly by becoming the lowest cost producer in a given market; secondly, by being a differentiated producer, essentially by offering something extra or charging a special price; and thirdly, by being a focused producer, by for example, achieving a dominance in a niche market.

Although, one could successfully use the above and apply to the education arena, I am of the belief that we need to be extra careful when doing so. Simply, because education, unlike other consumerable items, could still be regarded as a public good, where it must still be highly regulated, at least in the initial stage. For instance, look at Porter's three elements. I am not sure whether you could conduct an academic programme on the cheap and yet expect the best. There is no such thing as producing graduates on an assembly line. There is a limit on the usage of technology in the acquisition of knowledge. It does facilitate learning, and makes learning much more efficient and interesting, but you still need the mental capacity to absorb knowledge. In terms of product differentiation, the real differences between say a law degree from one institution from the other is really the reputation of that institution. Reputation and track record of excellence of their institutions, is something I feel colleges need to work on. And finally, by focussing and creating a niche market, again it might be quite difficult when you are all operating at the same level.

Therefore, when it comes to competition and to gain the competitive advantage over others, in the educational arena, we need to be aware of the differences as compared to other sectors.

Many of us are aware of the downside of competition. Someone once said that instead of competition bringing out the best in you, it brings out the worst in you. We know on how competition could wreck businesses, as well as industries. However, I would like to see competition in positive terms. To me, competition encourages the best to come out. It forces us to be creative and innovative and certainly keeps us on our toes and not be complacent. According to one book written around the 9th Century, it stated that, "A horse never run so fast as when he has others horses to catch up and outpace."

Naturally we talk of the need to encourage healthy competition, not something that will lead to rivalry and in the end, destruction. The extreme form of competition would be adversarial competition, where you become enemies and your goal is not to improve, but rather to destroy. We certainly abhor such competition.

Before I identify a number of elements of competition in the education field, allow me to first talk about the arena itself, here in Malaysia.

It is important to remember that it is a relatively new arena, especially involving private institutions. Over the last few years, we have witnessed a burgeoning of colleges and institutions of learning. There has also been a surge of students. No doubt we are creating more access for Malaysians and others. As are all aware there is a need to up-lift the human capital of this country and it is through education, and the creation of educational access and opportunities that will lead to this. Very few institutions could trace their origins to the last century, let alone, the last decade. Being new, we have the advantage of being more flexible and not carry any historical baggage. I know of some world-renowned institutions that proudly boost their existence to the last few centuries, but are extremely conservative and orthodox and sometimes refuse to change with the changing times. I think we do not have such baggage. Being young also means that we are far more adaptable and far more willing to change.

We have opened up and liberalised our education system, to allow for the private sector to be involved in the setting up of the institutions. Therefore, we now have two types, the public and the private sectors. This I believe adds a new dimension to our notion of competition. For competition exists at two levels- amongst private colleges and between private and public institutions. Competition is quite normal as I think it is part of human nature. It could be argued that it is through competition that we have achieved human and technological progress over the centuries.

The most critical element of competition is in the area of quality. To me quality is about striving for excellence. I know there are sceptics out there who often laugh when we talk of excellence in our education system. To me it is simply placing excellence as our goal and we should not compromise at all. We must strive for the best and not be contented with mediocrity. One of my favourite quotations on excellence comes from none other than Mother Goose. I quote, "good, better, best; never rest until 'good' be better, and 'better' best". It is all about putting your best in what you do.

In as far as the education arena is concerned, you should all strive for the best. This must be in terms of providing excellent infrastructure, with modern and high tech facilities, high quality staff and excellent academic programmes. Your customers, in this case your students, will end up as high quality graduates, and to me the best indicator is the employer who seeks your graduates. This becomes an important selling point. It is the ultimate attraction. We often hear of students being grabbed by employers even before they graduate. This is really a testimony of the quality of your institutions. To a large extent, it is all about gaining that reputation and recognition. Do remember that reputation cannot be self-proclaimed. You have to earn the reputation.

Quite often individual institutions define their level of excellence that they wish to strive for. After all, these days, with *avant garde* management techniques and sophisticated methodologies and awareness, mission statements are found everywhere. However, mission statements are not a mere showcase of statements, but rather they should be a showcase of products, of actions and of results. It is sometimes discouraging when you visit institutions and you are shown a beautifully engraved mission statement, but somehow excellence seized to exist beyond those words. Therefore, what are important are the deeds and the results. I feel we need to do much more in order to achieve a higher level of quality.

This can be achieved through competition. It cannot merely be achieved through regulations, or being forced to this or the other. Regulatory bodies usually look after the minimum standard required, as this to a large extent levels the playing field for everyone, and not just those with huge resources. However, I would like regulatory bodies to pitch their minimum standards at a much higher level and that they should constantly monitor so that standards are kept up and not only during times of applications.

I feel that it is through competition that you get this drive to move forward. There is no such thing as being contented with excellence, for excellence is often defined in terms of competition and invariably satisfying your students. Excellence is never static for it changes upwards all the time. We know that satisfaction varies and because it is so, one should never relax and think that you have achieved excellence. One is reminded of the window cleaner who upon doing a superb job with the windows on the 116th floor of the Empire State Building, made the fatal mistake of stepping back to admire her work!

There is so much one can say about competition and excellence and as I have stated time and time again, there is a lot more that needs to be done in this area in Malaysia.

Ladies and Gentlemen,

In the field of education, when we talk of customers, we talk of students. I would like to see colleges and institutions to be more studentcentered, not only in terms of programmes, but also infrastructure. The well being of students should be the primary concern of colleges. There should be no two ways about this.

Once again, I would like to record my appreciation to MPEC for this honor and for providing me with an opportunity to share some of my concerns in the educational arena. Allow me to wish MEPC the very best in your endeavours, which I am sure, are noble in nature. Finally, it gives me the greatest pleasure to officially declare the National Education and Career Expo and Seminar open. Thank you very much.

TEXT 5:

**SPEECH BY
YB DATO' SRI MOHD NAJIB TUN RAZAK
MINISTER OF EDUCATION**

**AT THE INTERNATIONAL CONFERENCE OF
"PURE LOVE AND TRUE FAMILY:
RECONCILIATION FOR WORLD PEACE"**

**AT THE PWTC, KUALA LUMPUR
15TH APRIL 1999**

Distinguished Guests, Ladies and Gentlemen,

It is indeed a pleasure and an honour for me to be here this evening to deliver the keynote address to the delegates of the International Conference on Pure love and True Family-Reconciliation for World Peace". I wish to take this opportunity to extend a warm "Selamat Datang" to Malaysia and I do hope that your stay here is not only enjoyable, but also fruitful.

I believe congratulations are in order to the Women Family Welfare Promotion (WFWP) for this initiative to convene an international conference, bringing together participants from well over 70 countries. The theme that you have selected is most apt, especially at such a historic juncture of human history. Not only are we at the turn of a century, we are moving into the third millenium. One cannot but help to feel a little optimistic at such a time, although as we are painfully aware, world peace remains far from our reach. As I speak and as you all deliberate on the various issues tomorrow, the fire of ethnic conflict rages on in Kosovo. Perhaps, we should all re-look and re-examine the way we have been living all this years and stress the basics. In this regard, pure love and true family are perhaps essentials, or even pre-requisites for a changed mentality for a better world.

Ladies and Gentlemen,

All over the world, families are as different as they are alike. Families are essential to the world's future; they are the cradles of future generations to come. As the world's oldest institution, the family has survived thousands of years, adapting constantly to changing socio-economic conditions and the progress of humanity.

Families have been recognised as basic units of society that perform essential functions and serve as sources of stability, continuity and development. Families as the core societal unit are responsible for instilling noble values among family members and providing the emotional and financial support essential for their development and growth. In other words, the family performs the basic role of nurturing, socialisation and as an agent of change for sustainable development. As the agents and beneficiaries of development, families are a human-centered link among its various elements, particularly the social elements. Therefore, greater understanding of the role of families and support for their empowerment can be crucial in enabling present and future generations to enjoy a decent quality of life and achieve social progress.

Allow me to share with you some of the thoughts on the challenges facing the institution of the family, which I regard as the basis of life. As the saying goes, no man is an island. His very existence

is based on interaction with others and of nature. The challenges must be addressed within the context of the fast, complex and often paradox world that we live in today.

Despite much human and technological progress witnessed by man over the last centuries, perennial issues such as poverty, illiteracy and deprivation, as well as human sufferings of all kinds, are still ubiquitous. Recent statistical data certainly bear this out very clearly.

For instance, the waves of violence that have swept across the world in recent years have uprooted an enormous number of people and families. The total number of uprooted people is currently around 53 million; one out of every 115 people on earth has been forced into flight.

With regards to education, according to the UNICEF Report on "The State of The World's Children 1999", nearly a billion people will enter the 21st Century unable to read a book or sign their names and two thirds of them are women. And they will live, as now, in more desperate poverty and poorer health than those who are literate- and their numbers are growing. The total includes more than 130 million school age children, 73 million of them girls who are growing up in the developing world without access to basic education. Millions of others languish in substandard schools where little learning takes place. This scenario will inevitably affect family lives and our future generations.

Poverty is also a key global issue that affects family life. In Asia, poverty conjures up images of destitution, hunger, malnutrition, homelessness, diseases, neglected children and over-burdened women working longer hours for family survival. Poverty aggravates the daily lives of the poorest of the poor, especially the single female headed households in urban and rural areas. The structure and dynamics of the global economy continue to cause not only widespread unemployment and poverty, but there are other consequences that are emerging and are on an upward trend such as the phenomena of homelessness, family instability and disintegration, neglect and the abuse of children and the elderly, violence in the family, teenage pregnancy, addiction and substance abuse. Extreme poverty and unequal access to resources are factors identified that "push" families into such conditions, - especially families that do not internalise and practise universal and absolute moral and ethical values.

Such an extreme contrast between families living in destitution and families enjoying good health and wealth can be found within a country or nation as well. However, a high quality of life may not necessarily be achieved with a high level of materialistic lifestyle. While the poor are struggling hard for survival the rich are struggling for a harmonious and happy family life which is often threatened by stressful conditions which are due to many factors such as tension within the family and work environment.

Ladies and Gentlemen,

I believe our future will be determined by strong and resilient family units that are instrumental in human resource development especially in the context of sustainable development. I understand the many international conferences organised by the United Nations in the 1990's, reflect the growing consensus in the global community around the core theme of "strengthening families". They all address the challenges of ensuring family needs are met, that the family institution is strengthened and that the stability of the family is promoted through the empowerment of each and every member of the family.

How do we promote strong families? Strong families can be defined in a number of ways. A basic component of strong families is economic self-sufficiency and the fulfillment of the biological, socio-psychological, educational, social-cultural and spiritual needs of the family members. In strong families, children and teens are able to live in a wholesome environment, with their parents or

extended families, whilst enjoying ties to community institutions, neighborhoods and schools. Parents and other adult members are active and involved in children's lives.

As all parents can appreciate, we must not underestimate the importance of physical display of affection, such as hugging your children, and even your wife.

It is my firm belief that we need to stress family values in daily lives and make this as the core of our lifestyle. What do we mean by strong family values?

Obviously, there must be the need for love, in whatever form it takes. I am not going to pretend that I know all about love as it is a very difficult and complex concept. Love is expressed differently in different societies. Sometimes, by obeying your parents even though you do not necessarily agree with them is an expression of love. However, concomitant to this is understanding. Love, understanding, patience and even mutual respect are all essential ingredients towards the building of a strong family unit. This unit must also remain united and resilient in the wake of problems, which we know exists in every family. It is clear that communication is the key to the improvement of the family relationships. Often well-intentioned behaviour is misunderstood due to inaccurate perceptions or interpretations.

Ladies and Gentlemen,

It seems to me that the biggest challenge facing us today is to relate the family unit to today's modern but complex lifestyle. We once thought that the society could ensure the survival of the family unit. However, this is based on the assumption that even with development, we could somehow insulate the family unit from development. Unfortunately, this has proven to be impossible because as economic progress has a direct impact on the society, and in turn to the family. As our economies develop from traditional to agrarian, to industrial and even to post-industrial, our societies are also developing in parallel. At each stage of our development, the family unit undergoes a process of erosion. This seems to be a trend and we need to find much more innovative and creative strategies in order to prevent this apparent inevitable trend. In this respect, we must learn from each other, as each society has its own sets of experiences. Some have gone through more than others have and there must be that constant re-assessment of one's own societal trends.

Distinguished guests, Ladies and Gentlemen,

The Malaysian Government is committed towards building a strong family institution. In the Seventh Malaysia Plan the Government continues to implement the family development programme aimed at strengthening the family institution to equip families to face the challenges arising from the rapid economic development. We see the tradition of family in Malaysia as one of our strongest national characteristics. We have promised to protect the "social order of things" and take preventive measures, which will support its stability. Family Development Programmes such as family health, parenting skills, quality population and human potentials continue to be given emphasis.

We are constantly learning lessons from the past. In our efforts to become affluent we have tended to neglect our family institution. Some attain life's luxuries at the expense of breaking basic human ethics and values and neglecting their responsibility to provide love, care and attention to the family. This had led to various social ills that are common in our society today.

We are trying to regain back some of our traditional value system, which are being eroded. We need to stress pro-family ideals and values constantly and this must start from an early age. Mind you, even the adults need to be stressed on such value system.

Our emphasis on development of the family institution is not just limited to individual family ties. In Malaysia we live in a larger society that is also regarded as family. Although the inter-community relationship is not as strong as the relationship between family members, its importance in ensuring the peace and stability of the nation cannot be under-estimated. Therefore it is vital that we foster a closer and more harmonious relationship within the context of the larger family which is the Malaysian multi-ethnic society.

Increasingly, we must learn to see the world as our home and to regard human kind as one family. If globalisation is to lead to the creation of a borderless world of caring world citizens, it must be accompanied by an expanding regard for the cherished values of sacrificial love, brotherly concern and fidelity between nations.

Ladies and Gentlemen,

Therefore, new strategies may need to be looked into to cater for the emerging needs of families in the future with the changing scenario and the globalisation of family issues. Developing countries can learn from the successful experiences of the developed world and vice-versa. A sound knowledge of families is essential if they are to be empowered to respond to their own circumstances. Families have to equip themselves with knowledge and skills in order to cope with the challenges. Tasks and methodologies must be developed and skilled personnel trained to provide education on family development, parenting and family counselling. More research should be conducted on the inter and intra family dynamics, the situation of families, and the impact of various policies on families.

In conclusion, I believe we need to re-examine the whole concept of development. Clearly, we need to take a more comprehensive and holistic perspective of development, one that encompasses economics, societal and family.

If indeed we would like to make a difference in the third millenium, where we would live in a much more peaceful world, then we need to address not only the political, economic factors, but clearly, we need to stress on the basics and this is the smallest unit of human relations-that of the family.

I would like to reiterate that today's families are experiencing unprecedented change while coping with a vast array of problems.

Therefore, families must be made a national priority in a human-centred sustainable development. Families are our country's greatest national resource and asset and we must ensure that families are adequately equipped to play their roles effectively.

Once again, my heartfelt congratulations to the organisers and I would like to wish all of you a successful and enlightening conference. Do remember that your deliberations and your thoughts could well provide us with the path that will take us all to a higher level of peace and prosperity.